

Task Name: Discovering Common Interests at a New York Cafe

Materials Needed: Genki textbook (Ch.1-Ch.4), whiteboard/projector for instructor, worksheet for students

Language Skills Practiced: Speaking, listening, grammar (using “も”)

Time Required: Approximately 30 minutes

Background: You are a student at a university in New York City. You meet a friend at a local cafe in Manhattan, such as near Central Park or Times Square, to chat about your weekend plans and daily routines. The goal is to find shared interests or habits to build rapport and continue the conversation naturally.

Problem to Solve: During the conversation, identify common activities, preferences, or experiences with your friend, and use the particle “も” appropriately to express similarities (e.g., if both of you drink coffee, say “コーヒーも飲みます”). This helps practice agreement and connection in Japanese.

Vocabulary from Genki Ch.1-Ch.4:

- Drinks: コーヒー、おちゃ、みず、ジュース
- Food: サンドイッチ、ケーキ、りんご
- Activities: べんきょうします、はなします、みます、いきます、かきます、よみます
- Places: としょかん、こうえん、がっこう、カフェ、いえ
- People/Items: ともだち、わたし、あなた、せんせい、ほん、てがみ
- Time: にちようび、どうようび、まいあさ、まいばん
- Other: はい、いいえ、なん、どこ

Instructional Steps:

1. Warm-up: Instructor reviews “も” usage with examples from Genki (e.g., “コーヒーも飲みます”) and writes sample sentences on the board, using only vocabulary from Ch.1-Ch.4. Students repeat aloud.
2. Pair Practice: In pairs, students use a worksheet with prompts (e.g., “What do you drink in the morning?” or “Where do you go on weekends?”) to ask each other questions. They note down responses and formulate sentences with “も” when they find commonalities (e.g., if both say “コーヒーを飲みます,” one responds “コーヒーも飲みます”).
3. Role-play Activity: Students perform a short role-play set in a New York cafe. One student initiates conversation about weekend plans (e.g., “どうようびにこうえんへいきます”), and the other responds, using “も” if they share the plan (e.g., “わたしもこうえんへいきます”). Encourage use of New York-related places like “こうえん” (park) or “としょかん” (library) as contexts.
4. Group Sharing: Each pair shares one common interest they discovered with the class, saying a sentence with “も” (e.g., “わたしたちはコーヒーもジュースも飲みます”). Instructor provides feedback on usage.
5. Wrap-up: Instructor summarizes key points and assigns a short homework: write three sentences using “も” about shared activities with a friend, based on New York student life.